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tyranny of examinations on large amounts of prepared text, and can have our students tested more on their power to read Latin, we may wish to look at such books as Stone's *Gotham and Other Stories*, and the *New Latin Delectus* by Thomas and Doughty of Hackney Downs School. We may perhaps question the inherent value as literature of translations of Tennyson, Calverly and Hensch into Latin verse, and the wisdom of giving forty pages of poetry to twenty of very much simplified Livy, yet there is something suggestive in both books. The twelve pages of prose Latin at the beginning of the *New Delectus* are a good experiment in simplified Latin. The titles, The Founding of Rome, The Battle of Lake Regillus, The Kings of Rome, and the references to the passages in Livy from which they are taken give guarantee as to the interest of their subject-matter, and the character of the Latin and the vocabulary.

To serve as a sign-post warning against Readers that might never be seen is scarcely justification for a paper of this length, to encourage indiscriminate making of many Beginners' Latin Books, of which there is already no end, still less. If, however, one could arouse any discussion as to what was essential and desirable in first year work, encourage any purpose on the part of makers and users of first year manuals to cover less ground and that more thoroughly, to secure by what is read, written and recited a knowledge of forms and elementary syntax that would remain as a permanent possession, if one could help make Latin a study to be desired, because it was interesting, intelligible and stimulating, then it would be time to cry out as we try once more to keep up in the losing race of the classicist, *Nunc nunc insurgite remis, Hectorei socii*.

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REVIEW OF AGAR'S HOMERICA

(Concluded from page 79)

Homérica: Emendations and Elucidations of the Odyssey. By T. L. Agar. Clarendon Press, Oxford (1908). Pp. XI + 436. 14 shillings.

Hiatus licitus is in particular a *bête noir* to Mr. Agar. He believes, with Pseud.-Plut., quoted in the preface p. x, that τὰ δὲ Ὀμήρου ἔπη τὸ τελειότατον ἔχει μέτρον, and he labors incessantly to remove this supposed blemish from the text of the poems. So in 1.383 προσέφη must give place to προσέειπ'; in 9.215 ἐν εἰδότη (a thoroughly Homeric phrase) is discarded in favor of ἐλυμένον; in 19.81 γύναι is ousted from the text; and, to cite but one more passage, 6.33 ἐντύνει, ἐπεὶ οἱ τοι ἔτι δὴν παρθένος ἔσσεαι, after passing through Mr. Agar's hands becomes ἐντύνει' ἐπεὶ οἱ τοι ἔτι δὴν ἔσσεαι ἀδμήs.

This process of substituting a different word for

the one found in the text is carried to extremes. προσέειπ' for προσέφη is a mild instance. What shall we say to the following list, selected at random from the very large number of instances offered by Mr. Agar's pages?

4.244 ἰμάσσας for δαμάσσας; 8.262 σείοντο for ἴσταντο; 8.444 φηλήσεται for δηλήσεται; 10.79 ἀάτη for ματή; 10.415 ἴκοντο for ἔχυντο; 13.379 διομένη for ὀδυρομένη; 24.465 Ἀλιθέρση for Εὐπείθει.

To be sure the Homeric vocabulary is thus enriched by φηλέω 8.444, as by ἐτάζω 18.160, 19.44; but that does not daunt Mr. Agar. He does not hesitate to enrich the Greek language by reading οὐδ' ἀπότιστα for οὐδέ ποτ' ἴσα in 2.203 (though commenting on Fick's "adventurous novelty, the noun, if it be a noun, ἀποτέλιστα"). So, too, we have a new noun ἐλκή inserted in 18.10; and the ἔρχεά τ' ὀξύνετα of 19.33 becomes δοῦρά τε φοξύνετα, and we have the note, "Cone-shaped seems to be the meaning, and would be an appropriate description of the metal point of a spear". And the basis for this view is afforded by poor Thersites—who φοξὺς ἔην κεφαλὴν! After reading such passages one has almost to rub one's eyes to be sure that the words on p. 51 really mean what they say, "But as long as the traditional verb can be understood in the sense suggested it has the prior claim".

Mr. Agar's attack upon the 'Attic' article in Homer is vigorous and sustained, though here again his proposed changes exhibit all degrees of likelihood and unlikelihood. It is easy to get rid of "the only passage in the Odyssey in which δνειρος is accommodated or encumbered with the article" (19.535): the mere insertion of δὴ suffices; but of νῆσος (see note on 5.55) we have six instances, and some of these seem inclined to yield less readily to treatment. True occurrence with the article is limited to the accusative singular; but, significant as that fact appears to Mr. Agar, it is not an isolated one. Most elaborate is Mr. Agar's attack upon the article with ξείνος (17.10, 14, pp. 286-291). Here he has no less than thirty-three cases to emend, but he girds himself for the task nothing daunted, and at the end of his discussion reaches the conclusion that "it is idle and futile to treat ὁ ξείνος and τὸν ξείνον as congenial with the Odyssey". In the case of μοχλός the article is expunged by what is virtually merely a different division of the letters, so that τάχ' ὁ μοχλός becomes τάχα μοχλός (9.378), just as in 12.165 ἕκαστα λέγων is changed to ἕκαστ' ἀλέγων, and ὁ μολοβρός to ὁμολοβρός in 18.26, with the note, "The traditional and generally accepted explanation, 'glutton', γαστριμαργός, could hardly be better rendered in detail than by a compound containing ὄμβος, ὄλος and √βορ".

We come now to the problem of the oblique cases of αὐτός used as a mere pronoun of reference. Mr.

Agar emends between forty and fifty such occurrences, sometimes by substituting the ordinary pronoun, even when this requires the rewriting of the verse (2.128; 11.26; 19.235); sometimes by simply dividing the word (*αὐ τοῖσιν*, 1.143); sometimes by substituting *αὐτως* (as 14.135; 17.367) or *οὕτω* (2.33; 5.190), or some other word, it matters not what one, of the same metrical value (*ἄλλην* 9.153; *ἀντην*, 10.112; *ἀνδρας*, 13.386). Some of these strike one as daring in the extreme; but Mr. Agar will have uniformity at all hazards.

It is but natural that a reviewer should call attention primarily to those features of the book which seem of questionable value, and hence full justice is not done to the author's sound scholarship and remarkable acumen. There are not lacking instances, too, in which it is not acumen and scholarship so much as sound common sense that most impresses one. Reference may be made to the discussion of 9.205 ff., whether or not one accepts Mr. Agar's conclusions; to the amusing illustration of the lack of common sense shown by the Dutch editors in the matter of the rudder (on 5.255); to 13.168 even if the alteration proposed be regarded as unnecessary; and to the frequent and thorough discussions of the meaning of Homeric words. Further, while the views put forth e. g. in the notes on 20.209, 21.402, 24.231, seem quite indefensible, the reviewer finds much to approve of in the interpretations suggested for 4.684; 8.121; 10.112 f.; 11.584; 16.23; 21.26.

Mr. Agar's style is vivacious, but often lacks dignity. It is enlivened by frequent quotations ranging from Horace and Shakespeare to Lewis Carroll, but the writer can hardly free himself from the charge of affectation in passages like the following: "Here the MSS. without exception, so far as I am aware, present *θεόφατος*; but 'twould be a topsy-turvy world, my masters, if the combined evidence of eight unquestioned passages were insufficient to overrule a nonsensical unanimity in one" (p. 109); "One instance generally hath a fellow to keep it in countenance" (p. 248).

The book is admirably printed. In addition to the misprints noted in the errata I have observed the following: an omitted accent on *χρηματ'*, p. 25, line 5 from the top; 421 for 422, p. 42, line 16 from bottom; 531 for 530, p. 153, line 8 from bottom; and on the same page two lines further down 505 for 504; 'man' for 'men', p. 159, line 17 from top; 319 for 320, p. 250, line 9 from bottom; 'Eumelus' for 'Eumaeus', p. 304, line 19 from bottom; and a couple of instances of words run together, p. 72, last line but one, and p. 363, line 19 from bottom.

The index to the book, while serviceable, is neither complete nor entirely accurate. A. T. MURRAY.

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Latin Prose Exercises. By Elizabeth McJ. Tyng. New York: Longmans, Green and Co. (1909).

The chief characteristics of this book are the admirable ones of directness and simplicity; there is a manifest endeavor to avoid the slightest waste of time or energy. The grammatical constructions are introduced in a helpful order; the main points to be noted about each are stated clearly and concisely, and, further, in each lesson there is plenty of drill upon constructions previously studied, so that the student as he advances to conquer new lands still retains his sovereignty over the old. The vocabularies accompanying each lesson are made up of well-chosen words, and the vowel quantities are indicated. Occasionally graphic illustrations are employed to make the topics under consideration more comprehensible to the immature mind. The value of the book may be enhanced by using it in the judicious manner outlined by the author in her preface. Moreover, she states that she has been able to cover the entire manual and read four books of Caesar in a year with recitation periods of only thirty-five minutes in length. Besides a table of contents, an introduction which contains some elementary but not unnecessary admonitions, the book contains a useful summary of constructions, and a catalogue of words governing special constructions. The book contains work for the second year only.

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High School Course in Latin Composition. By Charles McCoy Baker and Alexander James Inglis. New York: The Macmillan Company (1909). Pp. xiii + 464.

This well-filled book includes all the prose work of the last three years of preparatory Latin. Of its four divisions the first, entitled Elements of Syntax, covers eighty-nine pages, and is practically a brief grammar, or rather the syntactical half of a grammar. The rules are clearly and simply put, and the statement of the more difficult usages is often especially happy. There are many lists of words which are followed by special constructions, and some very helpful tables, e. g. the Imperative Constructions (241); Ways of Expressing Purpose (257); Conditions in Indirect Discourse (355); Correlated Conjunctions (399); Verbs followed by Substantive Purpose Clauses (262); Perfect Tenses equivalent to Presents (209); and Constructions after Verbs of asking, demanding, teaching, and concealing (72), although many of us may prefer Gildersleeve's "This then is not the only way".

The second division of the book, called Part I, is made up of twenty-eight lessons; each lesson consists of a few grammatical references for written translation, twelve of which are to be prepared outside of class and the rest to be written during the recitation period, and finally ten sentences for oral translation.